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and unable "to see the woods for the trees." It is unfortunate, moreover, to begin a series of lessons in composition with studies in capitals and follow with the choice of words. The analytical order should have been adhered to in the composition as well as in the grammar. Book II contains also some very loose phraseology, which ought to be corrected in a second edition. It is certainly taking great liberty to speak, for example, of the subjunctive mode as representing only "thoughts," as the authors do on p. 157.

Nevertheless, when all reservation is made, *Lessons in English* is one of the best of the numerous series of language books now on the market. The "wise and capable teacher" for whom it is designed will indeed find it a "friend, guide, and helper." Such a teacher will know how to subordinate the textbook in language to the actual needs of her particular class. In the case of teachers not so wise and capable it is much better that a good text in language should be followed, than that unsystematic and irrational, not to say spasmodic, "language lessons" should be inflicted upon long-suffering childhood.

JAMES F. HOSIC.

CHICAGO NORMAL SCHOOL.

The Industrial History of the United States, for High Schools and Colleges. By KATHARINE COMAN. New York and London: The Macmillan Co., 1905. Pp. xviii + 343 + xxiv.

This book braves the dangers of the pioneer, and thus has an assured value, however sharply it may be criticised. The lines of its conception, too, are broad and bold, but are not fully matched by firmness in execution.

It is designed to serve two masters, the high school and the college. In the necessary compromise resulting, it is the high school that has suffered. The language employed is very far from simple. The ordinary high-school student, as he is found, will often have to use a glossary for words not at all technical, but merely unusual. Technical words and terms are constantly used without explanation, as "quit-rent," "fee simple," "piedmont," Scotch-Irish," "minimum valuation." The style has the same characteristic lack of clearness, being sketchy and having lacunæ which keep the best-informed busy supplying the text. Brevity, that is, is obtained rather by literary shorthand than by discrimination. In the opinion of the reviewer, this work would be useful in high school only for the teacher.

These are not so fatal objections to its use for college work, and its value there will depend rather on its general internal excellence. Here its weakness is of another kind. In spite of the novelty of title and the unusual appearance of the table of contents, there is in fact much less deviation from the ordinary history of the United States than one would expect. Some topics are excluded, some are expanded; in general emphasis is placed upon economic happenings and motives; but few unfamiliar topics are introduced, nor is their arrangement strikingly novel. The importance of this criticism depends upon the use intended for the book: if it were to be made the basis of a separate course, there would be much wasteful repetition; if it be made the basis for additional work in a course in general American history, the similarity of treatment would be advantageous.

In general, the discussions of manufacturing and its problems are good, particularly that for the federalist régime. Commerce receives its due share of attention, and the treatment is satisfactory considering the mass and variety of data involved. The whole question of land distribution in both colonial and later periods is very inade-

quately handled, and the same is true of the whole westward movement. The surface facts are presented, but not the underlying motive forces.

The number of facts stated is unusually large, and naturally errors, many of them of an excusable character, are not absent. The Pilgrims agreed with their partners in 1627 for £1,800, not £18,000 (p. 27); 500,000 is too high a figure for the Scotch-Irish immigration 1730 to 1770 (p. 58); "divisions" certainly did not weaken England in the Revolutionary War, as much as they did the colonies, and to compare the relative force of the two without mentioning France, cannot be a matter of judgment, it must be an error (p. 104); etc. The illustrations are interesting and of value, but the dateless maps of pp. 17 and 29 are true of no date, and some of the others are without sufficient explanatory notes.

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Essentials in American History. By ALBERT BUSHNELL HART. New York, Cincinnati, and Chicago: The American Book Co., 1905. Pp, xlviii + 584.

Our first scholars have lately seriously undertaken, with gratifying results, to supply our schools with satisfactory textbooks in general American history. A book by Professor Hart will naturally be welcomed as an addition to the list, and the briefest examination convinces that this will stand, as the reputation of the author would lead one to expect, with the best two or three. In the opinion of the reviewer, no one of these first-rate books can be described as first, but selection should be made from among them in accordance with special need and circumstance.

Professor Hart has written with the avowed purpose of meeting the needs created by the Committee of Seven—a textbook for the fourth year in high school. The special title "Essentials" seems a little invidious. It is to be presumed that all writers of textbooks aim to give the essentials, and Professor Hart would certainly be the last to claim that he had reached the ultimate essential. Still this title is not without meaning, for it indicates the author's purpose to exclude all which does not directly contribute to what he considers the one essential fact of our history—the upbuilding of the American nation.

It is precisely in the part where this unity of purpose has led to the greatest originality of treatment, that the book seems least satisfactory. Brevity in treatment for the colonial period is, indeed, desirable at this stage of the pupil's career, but two facts should stand out distinctly: first, the character of the colonists, both those qualities which they brought to America and those which they developed; second, the grouping of the colonists, by influence of origin and physiography, into great and diverse sections, which have formed the basis of our political history. These essential facts seem to have been lost sight of, in an arbitrary attempt to make all the colonies quick-step together. The loss is particularly apparent when the Civil War so suddenly divides an apparently united and uniform commonwealth.

With this exception, the book is a joy to the historian, because of its balance and proportion, the sure treatment of cause and effect, and the soundness of its scholarship. While only use can prove it so, it may be confidently predicted that it will prove equally a joy to the teacher. The style is a little close packed with fact, but is clear, intelligible, and quaintly inlaid with quotations from the sources. The illustrations are numerous, sound, and interesting. The maps are pertinent and plain. The teachers' apparatus is carefully worked out, and should be of constant use; there is an introductory note from the author to the teacher; at the end of the chapters there are really suggestive